

NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Educational Technology</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Lights, Camera, Power Point</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Monmouth</u>		
District (Proper Name)	<u>Farmingdale</u>		
Address	Street/P. O. Box <u>Academy Street, PO Box 706</u>		
	City <u>Farmingdale</u>	Zip Code <u>07727</u>	
Telephone	<u>732-938-9611</u>	Fax <u>732-938-2317</u>	Email
Chief School Administrator	<u>Arthur J. Waltz</u>		
Nominated School #1 (Proper Name)	<u>Farmingdale Elementary School</u>		
Address	Academy Street, PO Box 706		
	Street/P. O. Box		
	City <u>Farmingdale</u>	Zip Code <u>07727</u>	
Telephone	<u>732-938-9611</u>	Fax <u>732-938-2317</u>	Email
Principal	<u>Arthur J. Waltz</u>		
Program Developer(s)	<u>Teri D'Aromando</u>		
Application Prepared By	<u>Teri D'Aromando</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Arthur J. Waltz</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's SignatureMichael Maddalena

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and**
4. **Do not include any additional materials, as they will not be reviewed in the selection process.**
3. **Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)**
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input checked="" type="checkbox"/> Elementary School	K - 8	<u>Lights, Camera, Power Point</u>
<input type="checkbox"/> Middle School	_____	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School	_____	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School	_____	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: _____	_____	<input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts)	<input checked="" type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
6apppb.20

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

On the first day of school each year, first grade students enter the classroom with such trepidation; knowing that this is the year they learn to read. The fear is usually so great, that parents too express their concern regarding how and when the reading light bulb will eventually turn on. To address the concerns of students and parents, "Lights, Camera, PowerPoint" was created to ensure that reading would now become an ongoing part of their lives. The students begin working on "Lights, Camera, PowerPoint" as soon as school begins and Back to School Night becomes the first forum for parents to view this innovative project.

Upon returning to school in September, each child has his/her picture taken using a digital camera followed by a getting acquainted game. The teacher records students' responses onto sentence strips as students go around a circle stating their name and something they like to do. In addition, they must also repeat the entire response stated prior to their own, which will later aid in reading of the sentence strips.

Over the next few days the sentence strips are placed in a highly visible pocket chart where students can view and read sentences during free reading time or center time to develop their reading confidence.

By the second week of school students are ready to comfortably prepare the PowerPoint presentation with their teacher. A slide is created for each student, which includes his/her digital photo and the sentence strip. Each student is called to the computer one at a time to verbally record the sentence onto the slide.

During Back to School Night, parents get the opportunity to view the slide show. The presentation allows parents to see their child's picture and hear him/her reading; a monumental step for beginning readers. This also reassures the parents early on that their child can and will read!

Throughout the year, students update their slide show to include entries such as "members of my family", "my favorite holiday memory", and "the best part about first grade." Students also begin typing their entries. Parents are invited to view the updated shows at parent-teacher conferences, grandparent visits, holiday celebrations, and graduation.

By the end of first grade, students have a portfolio of information reflective of a successful year. "Lights, Camera, PowerPoint" meets the following student objectives:

- ✓ Utilize technology to produce a work product.
- ✓ Communicate effectively.
- ✓ Write and read sentences.

It also addresses the following parent objectives:

- ✓ Provide parents with a memorable Back to School Night.
- ✓ Involve parents in the reading and writing development of their first grader.
- ✓ Assist parents with evaluating their child's progress in oral reading, writing, and spelling

High student achievement is witnessed by the student's increase in self-esteem. By viewing the slide show and updating it periodically, students witness their growth in reading, writing, speaking, and using technology. The students also become fluent with keyboarding and PowerPoint skills. The improved attendance at Back to school Night also attests to a higher level of parental interest and commitment.

- 2. List the specific Core Curriculum Content Standards, including the Cross Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.**

"Lights, Camera, PowerPoint" addresses the following Core Curriculum Content Standards and Workplace Readiness Skills through the following activities:

- ✓ Workplace Standard 2: All students will use information, technology, and other tools. The PowerPoint program allows students to access technology to produce a work product. They experience firsthand how to create a slide show presentation and input data.
- ✓ Literacy Standard 3.1: All students will speak for a variety of real purposes and audiences: The audio portion of the presentation is centered around students speaking in conjunction with the slide show.
- ✓ Literacy Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes: The steps leading up to the PowerPoint presentation include students composing a sentence based upon a topic. Reading their sentence aloud provides clarity and understanding.
- ✓ Literacy Standard 3.4: All students will read a variety of materials and texts with comprehension and critical analysis. From start to finish, students are engaged in reading materials that will enhance their presentation. Each slide represents the growth the students experience as they build their vocabulary and comprehension.

- 3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

As previously mentioned, parents and students especially express fears and concerns about learning to read in first grade. Although the reading light bulb is turned on at different times during a first grader's career, "Lights, Camera, PowerPoint" provides the confidence the young reader needs to take the first steps to reading. Imagine the hesitant reader preparing a slide show presentation based upon his/her written work! This not only improves self-esteem, but also illustrates how the students can use a variety of modalities to communicate and read.

The actual assessment is the presentation itself. The teacher observes students creating rough drafts, practicing their reading, and utilizing the technology. The final work product, the PowerPoint presentation, illustrates to the teacher how well the students worked to prepare for

the final show. In addition, as students' self-esteem improves as a direct result of this program, there is an increase in books checked out from the classroom library as students develop a newfound interest in reading. Also, students become comfortable with orally communicating. The fears expressed at the beginning of the school year become obsolete. Parents, too, share in the excitement as they watch their child reading sentences for the first time.

4. Describe how you would replicate the practice in another school and/or district.

"Lights, Camera, PowerPoint" is a relatively easy project to replicate and the feedback from students and parents is overwhelmingly positive. In order to assure the effectiveness of the presentation, it is useful to engage the help of a technology support person in your building. The media specialist in our school provides assistance with downloading the digital photographs, matching the audio presentation with the slide, and setting up the monitor for the parents' review. It also helps if you have a large screen monitor hooked up to a computer with Windows 95 or higher.

It is also important to note that while individual students are preparing the slide show, other students are working independently at reading their information to a buddy, reading others' work and if time allows, illustrating their work. "Lights, Camera, PowerPoint" can be implemented at any grade level.